

History B (Modern World)

General Certificate of Secondary Education (Short Course)

Unit **A981**: Aspects of International Relations 1919-2005

Mark Scheme for June 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Subject-specific Marking Instructions

- a. This marking scheme has been designed to assess candidates' understanding of the key concepts of the course, and their ability to use source material to illustrate their understanding. These concepts, and the ability to interpret and evaluate source material, are central to GCSE History, and it is, therefore, upon these that the marking scheme focuses. The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
- b. Targets, which are directly related to the Assessment Objectives for the course, are given for all questions. The marking scheme is constructed to assess the level of understanding or skill needed to approach these targets.
- c. This type of marking scheme, in rewarding the level of understanding/skill reached by the candidate, demands that if a candidate reaches a particular level, s/he **MUST** be rewarded within the mark band for that level, whether or not s/he included lower level responses within that answer. A response which corresponds with a level description but which is a weak example of the level **MUST NOT** be placed in a lower level than the one to which the answer corresponds. Reward candidates for what they understand, know, and can do.
- d. Marks are not cumulative. Please do not try to count up marks for 'points' made.
- e. Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in any doubt should contact their Team Leader immediately.
- f. All marking should be in red.
- g. Half marks should not be used.
- h. Do not transfer marks from one part of a question to another.
- i. Examples of responses which are given within levels are intended to act as examples only. They are not prescriptive or fully developed at the higher levels, and there may be other answers which correspond to each level. The important aspect of each level is the level descriptor. Do not try to match the words of the example with the words of the candidate. Instead, compare the type of answer which a candidate makes with the level descriptor.
- j. If you come across an answer which is valid but does not appear to fit any of the level descriptions, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Team Leader.

- k. Where they are merited do not worry about awarding top marks in levels or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks.
- l. Please note on the script the level as well as the mark awarded for each part of each question. This **MUST** be shown clearly in the margin of the script towards the end of an answer, eg L3/8.
- m. It is important once you have mastered the marking scheme that you maintain the same standard of marking throughout all batches of your scripts.
- n. The mark scheme allows for the assessment of written communication in those parts of a question where written communication is applicable. Written communication will be assessed in the (c) part of questions 2, 3, 5 and 6. Written communication will be assessed as follows.

Candidates are expected to:

- Present relevant information in a form that suits its purpose
- Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

The quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling is one of the criteria used to determine the placing of a response within a level in mark schemes.

Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award a response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.

- o. The standardisation meeting will include discussion of the range of acceptable responses. Where you are uncertain of how the mark scheme should be applied to a particular response a telephone call to your team leader should resolve the situation.

PART 1: SECTION A – THE INTER-WAR YEARS, 1919–1939

Question			Answer	Marks	Guidance
1	(a)		Study Source A. Does this source prove that Lloyd George could not be trusted? Use the source and your knowledge to explain your answer. Target: AO 1, 2, 3		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 Uses the source at face value/general assertions/stock evaluation eg 'The source says Lloyd George needed help to tell the British people.' 'One source cannot prove anything.'	1–2	
			Level 2 Undeveloped use of provenance/limitations of source OR Context but fails to evaluate source eg 'The source is by an American who might have had a motive for writing this.'	3	
			Level 3 Takes source at face value eg 'Lloyd George can be trusted as he recognises the inability of Germany to pay reparations.' 'Lloyd George cannot be trusted as he had misled the British people.'	4	
			Level 4 Explains how source might show him as untrustworthy eg 'The sources states that Lloyd George needs help from another person as he had 'mislead his people' and he needs help from an American to explain that demanding high reparations was not possible as Germany could not pay.'	5	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Explains using contextual knowledge</p> <p>eg 'Lloyd George had not been completely honest with the British public. They had demanded a harsh treatment of Germany and in public Lloyd George had supported that view. The public thought he would go to the peace talks to achieve this. However, privately he thought that Germany should not be treated too harshly as this would bring revenge. He was therefore seeking help from the American delegate to give a believable reason for what happened.'</p>	7	
			<p>Level 5</p> <p>Considers motives of writer</p> <p>(To support Wilson/discredit Lloyd George)</p> <p>eg 'There was tension between Wilson, Lloyd George and Clemenceau about reparations and this might be reflected in this source with the American delegate trying to support Wilson who wanted the Treaty to be lenient. This might have been an attempt to discredit Lloyd George.'</p>	6	

Question		Answer	Marks	Guidance
1	(b)	<p>Study Source B. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg 'The source shows Germany being pushed into the water.'</p>	1–2	
		<p>Level 2</p> <p>Secondary message</p> <p>eg 'Germany is being punished by the allies.' 'Germany is being pushed away from the peace talks.' OR Misinterprets the sympathies of the cartoonist</p> <p>eg 'The Treaty is too harsh on Germany.' 'The terms of the Treaty are harsh and unfair on Germany.'</p>	3	
		<p>Level 3</p> <p>Secondary message supported by source AND/OR contextual knowledge</p> <p>eg 'Germany is being punished by the allies. The cartoon shows the figure of Germany being pushed in the back by the allies.'</p>	4	

Question			Answer	Marks	Guidance
			<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The main message should relate to Germany being forced or given no choice in how severely they will be treated at the peace discussions.</p> <p>eg 'The message of the cartoon is that Germany is being given no choice and is being forced to accept the Treaty.'</p> <p>'Germany deserves to be punished/they are getting their just deserts.'</p> <p>'Germany is scared of facing up to what is going to happen to them.'</p> <p>'Germany is now realising the consequences of defeat and what the Allies are going to do to them.'</p>	5	
			<p>Level 5</p> <p>Main message of cartoon supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'The message of the cartoon is that Germany is being given no choice and is being forced to accept the Treaty. In the cartoon the figure of Germany is being pushed by the hand of the allies of the diving board into the deep looking water.'</p> <p>OR</p> <p>eg "The message of the cartoon is that Germany is being given no choice and is being forced to accept the Treaty. The Paris peace discussions are taking place. Germany has not been invited to the negotiations and simply has to accept the terms.'</p>	6	
			<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

Question			Answer	Marks	Guidance
1	(c)		Explain why Clemenceau and Lloyd George disagreed over how to treat Germany. Target: AO1, AO2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge eg 'They both wanted different things.'	1–2	
			Level 2 Identifies AND/OR describes reasons (One mark for ID. Top of level mark for comparison of identified reasons) eg 'Clemenceau wanted France secure in the future.' 'He wanted to cripple Germany.' 'He wanted revenge on Germany.' 'Lloyd George wanted to protect the British Navy.' 'He wanted to resume trade with Germany.' 'He did not want France to become too powerful' eg 'Clemenceau wanted to cripple Germany but Lloyd George wanted them to have the power to be a trading partner.'	3–4	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explains ONE reason</p> <p>(Five marks for a basic explanation; six marks for a developed explanation.)</p> <p>Matching pairs are acceptable, ie sequential explanations with implied comparison, eg a paragraph on Clemenceau saying he wanted to be very harsh with explanation. Following paragraph begins with Lloyd George wanted to be less harsh explained.</p> <p>OR</p> <p>Compares and explains a specific point of difference, ie a term of the Treaty.</p> <p>eg 'Clemenceau wanted to secure France. He felt concerned that Britain wanted to treat Germany fairly in Europe, where France rather than Britain was under most threat, whilst Lloyd George was less happy to allow Germany to keep its colonies and navy which would have been more of a threat to Britain.'</p>	5–6	
			<p>Level 4</p> <p>Explains more than one reason</p> <p>(Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)</p>	7–8	

Question			Answer	Marks	Guidance
1	(d)		Study Sources C and D. Does Source C make you surprised by Source D? Use the source and your knowledge to explain your answer. Target: AO1, 3		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 Answers that describe one and/or both sources/unsupported assertions eg 'I am not surprised because they are different.' 'I am not surprised because Source C is a cartoon and Source D is from a newspaper.' 'I am not surprised as the Germans did not agree with the Treaty.' 'I am surprised they are making threats.'	1	
			Level 2 Stock evaluation AND/OR explains one/both sources OR Flawed interpretation of Source C eg 'Source D is not surprising as it is a German newspaper.' 'I don't trust C therefore cannot test D because it is biased.'	2	
			Level 3 Valid answer but surprised/not surprised implicit 'The newspaper is biased and reflecting the views of the German people. The Treaty is being signed and it is harsh on Germany.'	3	
			Level 4 Argues surprise based on comparison of surface features eg 'I am not surprised. The man is angry in Source C and this is reflected in the anger expressed in Source D.'	4	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Surprised/not surprised – effective evaluation of source(s) based on purpose/tone/language/emotions</p> <p>eg ‘I am not surprised by Source D as Source C is a British view published to stop any sympathy for Germany. It shows what Britain thought Germany might have done to them if they had won the war and is saying – don’t complain as we know that you would have been far harsher on us if you had won.’</p> <p>‘I am not surprised by Source D. Source D is written in emotional language but also has an underlying tone of defiance. At face value this is reflected in Source C where the ‘German’ is outraged at the Treaty. But can this anger be justified?’</p>	5–6	
			<p>Level 6</p> <p>Surprised OR not surprised by content of source – checking against CK</p> <p>‘I am not surprised by Source D. Germany had lost the war and therefore C is only speculation about how Germany might have reacted if they had won based on the Treaty of Brest-Litovsk. Therefore Source D is not surprising as it is the interpretation placed on the Treaty by Germany who thought it was very unfair as they did not start the war and that they feel, as a proud nation, they are being treated disgracefully.’</p> <p>OR</p> <p>‘I am surprised by D and the attitude of the Germans. Source C is suggesting Germany got away lightly and therefore should not be complaining as in Source D. Germany had lost the war and had agreed an armistice. They had caused great destruction and should expect to pay.’</p>	7	
			<p>Level 7</p> <p>Surprised AND not surprised by content of source – checking against CK</p> <p>Both sides of Level 5</p>	8	

Question			Answer	Marks	Guidance
2	(a)		What were the successes of the League of Nations in the 1920s? Target: AO1		
			One mark for each relevant point; additional mark for supporting detail. Maximum of 2 marks on one issue/dispute. Just identification of a country is not acceptable eg 'Upper Silesia.' eg 'The dispute over the Aaland Islands was solved.' 'A successful plebiscite was held to split Upper Silesia.' 'Greece and Bulgaria accepted the League order of a cease-fire.' 'Refugees were aided and prisoners returned home.' 'States were persuaded to tighten up on drug trafficking.'	4	

Question			Answer	Marks	Guidance
2	(b)		Explain why the League was successful in the 1920s. Target: AO1, 2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge eg 'It was able to settle disputes.' 'It was able to help with humanitarian issues.'	1	
			Level 2 Identifies AND/OR describes reasons (One mark for each point.) eg 'Because its decisions were accepted.' 'Disputes were often between smaller countries.' 'War had just ended and countries did not want more hostility.' 'Early successes of the League gave nations confidence and they wanted it to work.' 'Countries such as Germany and Japan were not powerful nations at that time and therefore not a problem.'	2–3	
			Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'Most of the disputes in this period involved smaller nations and they accepted more readily the L of N judgement. For example Finland and Sweden were in dispute over the Aaland Islands (1920). The League studied the case and both countries accepted the League's decision.'	4–5	
			Level 4 Explains TWO reasons	6	

Question			Answer	Marks	Guidance
2	(c)		<p>How far was the organisation and structure of the League responsible for its failure in the 1930s? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'The organisation was weak without some strong countries.'</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'The Permanent Court of International Justice could not force members to accept its rulings.'</p> <p>'The Assembly only met once a year.'</p> <p>'The Council members had a veto.'</p> <p>'It did not have an army.'</p> <p>'Slowness of operation.'</p>	2–3	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation of organisation and structure OR explanation of other reasons</p> <p>Developed explanation to be given two marks within L3.</p> <p>All explained issues must relate to specific events developments in the 1930s, eg the Depression/Manchuria/World Disarmament Conference/Abyssinia/Hitler's foreign policy/aggressive nationalism.</p> <p>eg 'Because major countries were not in the League, it meant that economic sanctions were not effective. In 1931, when Japan invaded Manchuria, sanctions were not seriously considered because Japan would continue trading with the USA.'</p> <p>OR</p> <p>'The Depression brought increased unemployment and many turned to extreme political parties who promised solutions. They did not believe in democracy and cared only for themselves. They ignored the authority of the League. These extreme parties were prepared to use armed force and aggression to achieve their ends, for example, Japan invaded Manchuria to get raw materials.'</p>	4–6	
			<p>Level 4</p> <p>Explanation impact of organisation and structure AND impact of other reasons</p> <p>Both sides of level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7–9	
			<p>Level 5</p> <p>Level 4 plus evaluation of 'how far'</p> <p>eg Level 4 answer + an evaluation of the relative contribution made by the factors.</p>	10	

Question			Answer	Marks	Guidance
3	(a)		<p>Describe what happened in the Saar in 1935 as a result of the Treaty of Versailles.</p> <p>Target: AO1</p>		
			<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Answer must relate to events in 1935.</p> <p>eg 'The League of Nations held the plebiscite.'</p> <p>'The plebiscite to decide whether the region should return to German rule or go to France or remain with League of Nations.'</p> <p>'In the vote, 90% indicated a return to German rule.'</p> <p>'It was a tremendous propaganda success for Hitler.'</p> <p>'It was the Third Reich's first expansion.'</p>	4	

Question			Answer	Marks	Guidance
3	(b)		Explain why Italy and Japan were an increasing threat to world peace in the 1930s. Target: AO1, 2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge eg 'Both were threatening to other countries.'	1	
			Level 2 Identifies AND/OR describes reasons (One mark for each point.) eg 'Japan was the most important power in Asia.' 'In Japan there was tension between the military and the politicians.' 'Mussolini followed an aggressive foreign policy.' 'Both countries wanted to improve upon what they had gained after the First World War.' Anti-Comintern Pact signed by Japan and Germany.'	2–3	
			Level 3 Explains ONE reason eg 'Italy was badly hit by the Great Depression. When unemployment rose Mussolini turned to foreign adventures to distract Italian people from their troubles at home. Despite warnings they invaded Abyssinia. Britain and France did not want to provoke Mussolini as they feared he would move towards Hitler thus creating a threat to world peace.'	4–5	
			Level 4 Explains TWO reasons Both countries to be dealt with in this level.	6	

Question			Answer	Marks	Guidance
3	(c)		<p>'The outbreak of war in 1939 was all Hitler's fault.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Yes it was the result of Hitler's actions.'</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>eg 'He signed the Nazi-Soviet Pact which gave him security.'</p> <p>'Hitler was developing Germany's military strength.'</p> <p>'It was Hitler's decision to invade Poland.'</p> <p>'The British policy of appeasement did not work.'</p> <p>'The League of Nations had failed.'</p> <p>'It was the isolationist policy of the USA.'</p> <p>'The Treaty of Versailles had caused resentment.'</p>	2–3	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation of Hitler's fault OR other reasons</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'Hitler signed the Nazi-Soviet Pact which gave him security. This gave him confidence to attack Poland without fearing war on two fronts. He did not believe that Britain and France would keep their promise to defend Poland because they had not responded over his invasion of Czechoslovakia. Therefore he invaded Poland but Britain and France did declare war.'</p> <p>OR</p> <p>'The policy of appeasement encouraged Hitler to believe he could keep getting away with aggressive expansion. Britain and France hoped that Hitler would be satisfied with the Sudetenland settlement in the Munich Agreement but this just persuaded Hitler that they would not respond to his aggression. Therefore he invaded Poland which Britain and France had promised to defend.'</p>	4–6	
			<p>Level 4</p> <p>Explanation of Hitler's fault AND other reasons</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7–9	
			<p>Level 5</p> <p>Level 4 plus evaluation of 'how far'</p> <p>Level 4+ evaluation of the relative contribution made by different factors.</p>	10	

PART 1: SECTION B – THE COLD WAR, 1945–1975

Question			Answer	Marks	Guidance
1	(a)		Study Source A. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. Target: AO 1, 2, 3		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 Uses surface features of cartoon only eg 'The cartoon shows Kennedy and Khrushchev sitting reading books about pruning.'	1–2	
			Level 2 Secondary message eg 'Kennedy is concerned about Cuba.' 'Russia is under greater threat.'	3	
			Level 3 Secondary message supported by source AND/OR contextual knowledge Contextual knowledge must relate to events prior to 17 th October 1962. eg 'Kennedy is concerned about Cuba. In the cartoon Kennedy looks concerned about the growth of Cuba on his side of the fence representing capitalism/communism.'	4	

Question			Answer	Marks	Guidance
			Level 4 Main message of cartoon identified Answers should recognise that the cartoonist is being critical of Kennedy – Khrushchev is facing the greater threat.' eg 'The main message is that Kennedy has little cause for complaint.' 'Khrushchev has grounds for greater complaint about the greater USA threat.'	5	
			Level 5 Main message supported by details of the cartoon OR by contextual knowledge eg 'The main message is that Kennedy has little cause for complaint. Khrushchev has grounds for greater complaint about the greater USA threat. The cartoonist shows this by the greater number of labelled branches over-hanging the Soviet Union compared to the tiny branch representing Cuba.' OR 'The main message is that Kennedy has little cause for complaint. Khrushchev has grounds for greater complaint about the greater USA threat. At that time Cuba was beginning to be seen as a threat by the USA as missiles bases had just been discovered.'	6	
			Level 6 Main message supported by details of the cartoon AND by contextual knowledge Both sides of Level 5.	7	

Question			Answer	Marks	Guidance
1	(b)		Explain why the USA was concerned about events in Cuba between 1959 and 1961. Target: AO1, 2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge eg 'They were losing control.'	1–2	
			Level 2 Identifies AND/OR describes reasons eg 'There was a revolution in Cuba in 1959 where Batista was overthrown by Castro.' 'Castro was receiving 'aid' from the Soviet Union.' 'The Bay of Pigs was a disaster.'	3–4	
			Level 3 Explains ONE reason Five marks for a basic explanation; six marks for a developed explanation. eg 'In the 1959 Cuban revolution Batista was over thrown by Fidel Castro. Castro began appointing communists to his government and signed a trade agreement with the Soviet Union. This concerned the USA as it allowed machinery, oil and economic aid to come to Cuba in return for Cuban sugar.'	5–6	
			Level 4 Explains more than one reason (Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)	7–8	

Question			Answer	Marks	Guidance
1	(c)		Study Sources B and C. Was Khrushchev lying in one of these sources? Use the sources and your knowledge to explain your answer. Target: AO1, 2 and 3		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 Undeveloped use of source(s) for information/general assertions/stock evaluation OR Undeveloped comments on Provenance eg 'No, as in Source B it is what Khrushchev was proposing.' 'Yes as he was covering up what it was about in Source C.' 'He cannot be lying as they are both letters written by Khrushchev to Kennedy.' 'He was not lying, these were just his views.'	1–2	
			Level 2 Asserts reliability in context – one or both sources OR Compares content of sources eg 'Source B is reliable as it represents the clear demands Khrushchev was making of Kennedy and happened as Cuba had been attacked and he wanted to give protection.' 'Source C shows a change by Khrushchev as he is really saying to Kennedy we have only done to you what you have done to us – missiles in Turkey so we put them in Cuba close to you..'	3	

Question			Answer	Marks	Guidance
			Level 3 Compares sources for reliability – purpose/tone (One source is genuine – one is an act) eg 'The purpose of Source B was to change the situation. Khrushchev is making demands based on what he has achieved therefore it is more factual. He appears to be making a suggestion based on why both countries are worried.'	4–5	
			Level 4 Evaluates sources for reliability in context – purpose/tone/motivation eg In Source B Khrushchev is motivated by trying to gain power over Kennedy as he is issuing demands to protect Cuba where as in Source C he is trying to justify his position and whilst not lying he is not giving the full picture for his actions.'	6	
			Level 5 Valid argument as to 'more reliable' with judgement of lying or not. As Level 4 with judgement.	7	

Question			Answer	Marks	Guidance
1	(d)		Study Source D. Why was this cartoon published at that time? Use the source and your knowledge to explain your answer. Target: AO1, 2, 3		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 Undeveloped use of source for information/general assertions eg 'Kennedy and Khrushchev are trying to close a box.'	1–2	
			Level 2 Focus on context of source with no valid main message or purpose Or Gives valid secondary message eg 'The Cuban Missile Crisis had just ended and nuclear war had been averted.' 'Kennedy and Khrushchev are stopping nuclear war.'	3	
			Level 3 Asserts main message of the cartoon but with no development The main message of the cartoon must relate to the efforts to deal with the threat of nuclear war. eg 'The main message is that Kennedy and Khrushchev are working together to avoid nuclear war breaking out.'	4	

Question			Answer	Marks	Guidance
			Level 4 Explains main message of source supported by source AND/OR contextual knowledge eg 'The message is that nuclear war is in danger of breaking out. This is supported by the source which shows Kennedy and Khrushchev trying to keep the lid on it. It also says they should get a lock.' eg 'The message is that nuclear war is in danger of breaking out. This had recently happened over Cuba. This problem had been resolved at the end of the previous month.'	5	
			Level 5 Asserts purpose of the cartoon but with no development eg 'The purpose of the cartoon is to persuade the leaders to introduce procedures/change attitudes to avoid nuclear war.' 'To persuade people to put pressure on world leaders to establish security.'	6	
			Level 6 Valid explanation of purpose eg 'The purpose of the cartoon is to persuade the leaders to introduce procedures/change attitudes, to avoid nuclear war. The source shows this danger by the large hand escaping from an unlocked box labelled 'nuclear war'. There has just been a possibility of nuclear war between the USA and the Soviet Union over Cuba. They have been very lucky this time and that unless the two leaders use more common sense the threat will remain in the future.'	7	
			Level 7 Level 6 + context of November 1962 Context eg end of crisis, hot-line etc.	8	

Question			Answer	Marks	Guidance
2	(a)		What was the 'Iron Curtain'? Target: AO1		
			One mark for each relevant point; additional mark for supporting detail. eg 'A term introduced by Churchill in his 'Iron Curtain speech in Fulton Missouri.' (2) 'The border between the Soviet-controlled countries and the West.' 'The edge of the USSR dominated countries following Potsdam.' 'The ideological division of Europe into two halves.' 'Separation of free democratic states from communist dominated ones.' 'A divide between Capitalism and Communism.'	4	

Question			Answer	Marks	Guidance
2	(b)		Explain why Berlin was a cause of tension between East and West between 1945 and 1949. Target: AO1, 2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge eg 'Because of a lack of trust.'	1	
			Level 2 Identifies AND/OR describes reasons (One mark for each point.) eg 'Berlin was divided into zones of occupation.' 'The Allies merged their zones and introduced a new currency.' 'On one side was capitalism and on the other communism.' 'Marshall Aid provided money for the West side.' 'There was the Berlin Blockade.' 'Stalin wanted the whole of Berlin.'	2–3	
			Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'In 1947 Britain and USA had merged their zones into 'Bizonia' and in 1948 the US, British and French zones had been merged to form West Berlin. Stalin thought this was against the Yalta Agreement. By these actions, West Berlin became a small island of capitalism and democracy surrounded by communism.'	4–5	
			Level 4 Explains TWO reasons	6	

Question			Answer	Marks	Guidance
2	(c)		<p>How successful was the West in containing Communism in Europe up to 1949? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'It was not as Communism was spreading.'</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes success AND/OR failure</p> <p>eg 'The West had success over Berlin.'</p> <p>'The Truman Doctrine was introduced to contain Communism.'</p> <p>'The Marshall Plan improved the chances of keeping countries non-Communist.'</p> <p>'The Soviet Union 'fixed' elections to establish Communist satellites.'</p> <p>'The Allies formed NATO to aid control.'</p>	2–3	
			<p>Level 3</p> <p>Explains successes OR failures</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg Through the Truman Doctrine, the USA made it clear that it would help any country to stop the spread of Communism. An example of this was in relation to Greece where aid was provided under this policy of containment.'</p> <p>OR</p> <p>eg 'Having freed much of Eastern Europe from the Nazis, the Red Army remained in occupation and the Soviet Union established Communist governments through 'fixed' elections. This happened in Czechoslovakia, Poland, Hungary, Romania and Bulgaria.'</p>	4–6	

Question			Answer	Marks	Guidance
			Level 4 Explains successes AND failures Both sides of Level 3. Maximum of eight marks for answer lacking balance. Developed explanation to be given two marks within L4.	7–9	
			Level 5 Level 4 plus evaluation of ‘how successful’ Level 4 + considers the relative importance of the various reasons	10	

Question			Answer	Marks	Guidance
3	(a)		What was the Tet Offensive? Target: AO1		
			One mark for each relevant point; additional mark for supporting detail. eg 'A major Vietcong offensive.' 'The Vietcong's attempt at a revolution in South Vietnam.' 'Communist troops attacked major South Vietnamese towns and American bases.' 'The American embassy in Saigon was attacked.' 'The American were forced to retreat at first but then regained all that had been captured' 'By the end of the offensive up to 60,000 communist troops had been killed.' 'It was a turning point in the war.' 'It happened during the Tet New Year celebrations.'	4	

Question			Answer	Marks	Guidance
3	(b)		Explain why the methods used by the Americans to try to defeat the Vietcong were unsuccessful. Target: AO1, 2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge eg 'The American tactics were the wrong type.'	1	
			Level 2 Identifies AND/OR describes reasons (One mark for each point) eg 'America had vastly superior firepower but the war was fought in the jungle.' 'Attempted bombing attacks failed as the Vietcong had a system of underground tunnels.' 'They used search and destroy methods which did not work.'	2–3	
			Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'The Americans used Agent Orange and napalm which lost them support. The use of these meant Vietnamese civilians were affected leading to large numbers of casualties. It damaged vegetation. It did not stop the Vietcong.'	4–5	
			Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
3	(c)	<p>The following were equally important reasons for America withdrawing from Vietnam:</p> <p>(i) public opinion in America;</p> <p>(ii) guerrilla warfare;</p> <p>How far do you agree with this statement? Explain your answer, referring only to (i) and (ii).</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Public views were changing.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>eg 'Support at home was lost.'</p> <p>'The public were against spending so much money.'</p> <p>'Media pictures influenced American views.'</p> <p>'Guerrilla tactics brought low morale.'</p> <p>'Public opinion was against the 'draft'.'</p>	2–3	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explains public opinion OR guerrilla warfare</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'There was strong public opinion against the war continuing. The high cost of war was highlighted by 'The Tet Offensive'. There were nearly 500,000 troops in Vietnam and America was spending between \$20 and \$30 billion a year. This huge spending meant cutbacks in spending on social reform.'</p> <p>OR</p> <p>eg 'Guerrilla warfare was a nightmare for the Americans. Guerrillas did not wear a uniform. They were difficult to tell apart from the peasants and so could attack and then disappear into the jungle causing fear in US troops.'</p>	4–6	
			<p>Level 4</p> <p>Explains public opinion AND guerrilla warfare</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7–9	
			<p>Level 5</p> <p>Level 4 plus evaluation of 'equally important'</p> <p>Level 4 + evaluation of equally/more/less important in relation to the factors explained.</p>	10	

PART 1: SECTION C – A NEW WORLD? 1948–20050

Question		Answer	Marks	Guidance
1	(a)	Study Sources A and B. Having read Source A are you surprised by Source B? Use the source and your knowledge to explain your answer. Target: AO1, 3		
		Level 0 No evidence submitted or response does not address the question	0	
		Level 1 Answers that express surprise/not surprised using surface features of source/unsupported assertions/everyday empathy eg 'It is surprising that there is this view of America.' 'I am not surprised by the statement in Source B.'	1	
		Level 2 Summaries/selects details/stock evaluation OR Valid answer but surprised/not surprised implicit eg 'I am not surprised as the two sources are for different purposes.' OR eg 'Al-Qaeda has stressed as one of its aims to destroy America and the source views that America is a war driven country.'	2	
		Level 3 Argues surprise based on comparison of surface features OR Answers which ignore Source A eg 'I am not surprised as Source A is from a peaceful person and B is very violent.' OR eg 'Having read Source A I am not surprised by Source B as b is written much later and views have changed.'	3–4	

Question			Answer	Marks	Guidance
			Level 4 Surprised/not surprised – effective evaluation of source(s) based on purpose/tone/language/emotions eg 'The purpose of A is condemn terrorism from a religious point of view and yet It is surprising that it seems religion can be used in such diverse ways to justify beliefs as in Source B.'	5	
			Level 5 Surprised AND/OR not surprised by content of source – checking against CK 'I am surprised by B. In Source A the author is pointing out that terrorism can never be justified and yet Source B is attempting to hide behind a different view of the same faith to justify acts of terrorism.' OR 'I am not surprised by Source B. The aim of Al-Qaeda has always been to end foreign influence in Muslim countries such as Iraq as well as unite all Muslims behind the principle of an Islamic nation.'	6	
			Level 6 Surprised AND not surprised by content of source – checking against CK Both sides of Level 5	7	

Question			Answer	Marks	Guidance
1	(b)		Study Source C. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. Target: AO 1, 2, 3		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 Uses surface features of cartoon only eg 'The cartoon shows Arafat having his eyes tested by President Reagan.'	1–2	
			Level 2 Secondary message eg 'Arafat is having difficulty seeing that a problem exists.' 'President Reagan is helping Arafat (PLO) to look at the issue of Israel.'	3	
			Level 3 Secondary message supported by source AND/OR contextual knowledge eg 'Arafat is having difficulty seeing that a problem exists. He is shown as being made to try on different glasses which are on the table.'	4	
			Level 4 Main message of cartoon identified The cartoon is critical of Arafat saying he is blinkered in his view relating to Israel. eg 'Arafat cannot accept that Israel has a right of existence.' 'Arafat needs to 'get into reality'. 'USA is putting pressure on/forcing Arafat.' 'Arafat is reluctant/obstructive.'	5	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'Arafat does not was to see that Israel has a right to existence. Arafat is shown as blinkered and cannot see that Israel has a right to exist. This failure to see is shown by him having his eyes tested. He is rejecting glasses through which he could see in favour of dark glasses.'</p> <p>OR</p> <p>eg 'Arafat does not was to see that Israel has a right to exist. By 1982 the PLO was in Lebanon and Israel invaded in order to destroy the PLO. This was the very beginning of a changing approach.'</p>	6	
			<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

Question			Answer	Marks	Guidance
1	(c)		Study Source D. Why was this photograph published at that time? Use the source and your knowledge to explain your answer. Target: AO1, 2, 3		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 Surface use of source for information/general assertions eg 'To show an IRA funeral.'	1–2	
			Level 2 Focus on context of source with no valid message or purpose eg 'Bobby Sands was elected as MP for Fermanagh and South Tyrone. He was a senior member of the IRA.'	3–4	
			Level 3 Asserts message of the source but with no development eg 'To show how much public sympathy there was for a hunger striker.' 'A person has died for their beliefs.' 'It is saying 'we are unhappy with British policies.'	5	
			Level 4 Explains message of source (Source content or context) 'To show how much public sympathy there was for a hunger striker. This can be seen from the picture with the huge crowds following the hearse. It was estimated 20% of the Nationalist population of Northern Ireland attended.'	6	

Question			Answer	Marks	Guidance
			Level 5 Asserts purpose of the source but with no development Purpose relates to the changing of attitudes such as, too affect the Tory vote, to generate publicity in relation to the 'cause', to changes attitudes towards the British government. eg 'The purpose was to change attitudes about Republican prisoners.'	7	
			Level 6 Valid explanation of purpose eg 'The purpose was to change attitudes about Republican prisoners. Funerals were a powerful method of propaganda. There was a campaign for prisoners to be treated as political prisoners rather than criminals. This raised humanitarian issues and got greater sympathy and support than did violent action. Bobby Sands was an elected MP representing Sinn Fein.'	8	

Question			Answer	Marks	Guidance
1	(d)		Explain why the Provisional IRA resorted to terrorism. Target: AO1, 2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge eg 'To make things better.'	1–2	
			Level 2 Identifies AND/OR describes reasons eg 'To defend Nationalist communities.' 'To remove British troops from Northern Ireland.' To make the counties of Northern Ireland part of a united Ireland.'	3–4	
			Level 3 Explains ONE reason Five marks for a basic explanation; six marks for a developed explanation. eg 'The provisional IRA saw itself as the defender of the Northern Ireland Catholic community who have been denied civil rights and felt threatened by the British government who had put troops on the streets of Northern Ireland.'	5–6	
			Level 4 Explains more than one reason (Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)	7–8	

Question			Answer	Marks	Guidance
2	(a)		Describe the Soviet response to the Hungarian uprising of 1956. Target: AO1		
			One mark for each relevant point; additional mark for supporting detail. eg 'They used brutal, military force.' 'Khrushchev sent in tanks but they were withdrawn after a week.' 'On 4 th November 200,000 Soviet troops and 2,500 tanks arrived in Budapest.' 'There were two weeks of bitter street fighting.' 'They executed Nagy and his fellow leaders.' 'They prevented Hungary leaving the Warsaw Pact.'	4	

Question			Answer	Marks	Guidance
2	(b)		Explain why the Soviet Union invaded Czechoslovakia in 1968. Target: AO1, 2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge eg 'It did not like what was happening.'	1	
			Level 2 Identifies AND/OR describes importance (One mark for each point.) eg 'Reforms were introduced by Dubcek who wanted to provide 'socialism with a human face'. 'He introduced reforms to reduce government control. He allowed public meetings and relaxed censorship.' 'He allowed criticism of the government. There was freedom of speech.' 'Trade unions were given greater freedom and control of industry relaxed.' 'Foreign travel was allowed.' 'They feared the threat to the Warsaw Pact.'	2–3	
			Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'Brezhnev was the new Soviet leader and he was just as determined as previous leaders to maintain Soviet control of eastern Europe and he felt this control was being threatened by the reforms known as the 'Prague Spring'. Brezhnev knew that if control was lessened in one country others would follow.'	4–5	
			Level 4 Explains TWO reasons	6	

Question			Answer	Marks	Guidance
2	(c)		<p>How far was the collapse of Soviet control in Eastern Europe due to the influence of 'Solidarity'? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'No it was down to Gorbachev.'</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>eg 'Solidarity showed that it could stand up to the Soviet Union.'</p> <p>'Solidarity was a legitimate political party.'</p> <p>'The economy of the Soviet Union was failing.'</p> <p>'He introduced reforms of 'perestroika' and 'glasnost'.'</p> <p>'He made links with the West.'</p> <p>'Communist countries were no longer dominated.'</p>	2–3	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explains impact of Solidarity OR other reasons</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'The Solidarity movement showed that if people stood together against oppression it was difficult to deal with. Solidarity had forced a strong Soviet union backed Communist government to give way through the action of industrial workers backed by popular opinion and the use of non-violent methods. The government in Poland had lost the confidence of the people and Solidarity showed that a Communist government could not solve Poland's economic problems.'</p> <p>OR</p> <p>'Gorbachev proposed many changes that the hard-line communist found difficult to accept. He was unpopular because his economic reforms did not work as they expected too much too quickly. Corruption ran too deeply for the changes to happen. His withdrawal of Red Army support for other communist countries resulted in one by one the communist governments coming to an end.'</p>	4–6	
			<p>Level 4</p> <p>Explains impact of Solidarity AND other reasons</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7–9	
			<p>Level 5</p> <p>Level 4 plus evaluation of 'how far'</p> <p>Level 4 + evaluation of lesser/greater importance of factors discussed.</p>	10	

Question			Answer	Marks	Guidance
3	(a)		<p>Describe the human rights abuse of Saddam Hussein's Iraqi government.</p> <p>Target: AO1</p>		
			<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'He was oppressing his own people.'</p> <p>'He brutally defeated uprisings of Kurds in the north and Shia Muslims in the south.'</p> <p>'He carried out a ruthless campaign against the mainly Shi'ah opponents of his regime in the marshes of southern Iraq.'</p> <p>'He also began to drain the marshes on which the Shi'ah people depended.'</p> <p>'He was not concerned that his own people were being affected by economic sanctions.'</p>	4	

Question			Answer	Marks	Guidance
3	(b)		Explain why Weapons of Mass Destruction were an issue at the time of the invasion of Iraq. Target: AO1, 2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge eg 'They were a threat.'	1	
			Level 2 Identifies AND/OR describes reasons (One mark for each point.) eg 'There was a belief that weapons of mass destruction would be used.' 'The UN reported that there were no major stockpiles of WMDs.'	2–3	
			Level 3 Explains one reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'It was thought Saddam Hussein had WMDs and that these weapons posed an immediate threat to the world as they were worried he might use them. This was because it was believed Saddam's regime had strong links to terrorist groups including Al-Qaeda.'	4–5	
			Level 4 Explains TWO reasons	6	

Question			Answer	Marks	Guidance
3	(c)		<p>How far was the invasion and occupation of Iraq in 2003 a success? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Yes it was because it achieved its aims.'</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>eg 'More successful in battle than in victory.'</p> <p>'In military terms it only took 40 days.'</p> <p>'It united some countries in the international community.'</p> <p>'Large numbers of casualties came after the 40 days.'</p> <p>'Needed too much in terms of resources that had to be diverted.'</p> <p>'Key countries did not give support.'</p> <p>'It removed a dictator.'</p> <p>'The new regime was not really democratic.'</p>	2–3	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explains successes OR failures</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'A dictator had been removed. Saddam's forces were no match for the well-equipped coalition forces. The coalition had complete air supremacy and the latest communications technology. It took just over 40 days to declare an end to major combat operations.</p> <p>OR</p> <p>eg 'Many people in Iraq and in the wider world believe that the occupation has done more harm than good. The USA and the UK have lost popular support at home and their traditional alliances with and influences among other states have been damaged. France, Russia and China did not support the war. This has affected their standing in the UN.'</p>	4–6	
			<p>Level 4</p> <p>Explains successes AND failures</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7–9	
			<p>Level 5</p> <p>Level 4 plus evaluation of 'how far'</p> <p>Level 4 + evaluation of degree of success of the invasion.</p>	10	

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